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L.S. Porter

SPECIAL EDUCATION ADMINISTRATIVE GUIDE

A MANUAL
FOR PROVIDING PROGRAMS
FOR
HANDICAPPED CHILDREN
-1958-

State Department of Public Instruction

Helena, Montana

Harriet Miller, Superintendent

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SPECIAL EDUCATION ADMINISTRATIVE GUIDE

A Manual for Providing Programs
for
Handicapped Children

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SPECIAL EDUCATION ADMINISTRATIVE GUIDE

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INTRODUCTION

For many years our public schools have been aware of the problems involved in attempting to educate all children in the regular classroom. In this attempt, usually one of two problems develops:

(1) Either the teacher gears her instruction to the majority of the pupils and allows those children who deviate considerably from the average to merely "sit"; or (2) The teacher devotes a disproportionate amount of classtime to those one, two, or three handicapped children at the expense of the majority of the children in the class. Because of these difficulties encountered in trying to teach all children on a regular-class basis, a broadened educational philosophy has evolved within recent years. This philosophy recognizes that some children have special mental, physical, emotional and/or social problems that make learning and/or participation in the regular school program difficult, if not impossible. Also apparent has been the fact that these exceptional children need special types of education geared to their needs and abilities. This Special Education is necessary to develop exceptional children to their maximum potential. We have in Montana special education reimbursement provisions for the educable mentally handicapped child and the physically handicapped child.

This bulletin is a revision of Special Education: A Guide For Providing Programs For Handicapped Children, published by the State Department of Public Instruction in 1956. It is in no way intended to be a complete or a final treatise on the operational policies and procedures of State special education programs. Rather, it is designed to present in an orderly manner some policies and recommendations

relative to the many problems which constantly arise in the administrative field of special education; to interpret special education legislation and State Department regulations and to provide an administrative guide for the State's program of special education.

It is hoped that this new guide will assist public school officials in advising, planning, and supervising their district's special education programs.

SPECIAL EDUCATION PROGRAMS IN MONTANA
FOR THE
1957 - 1958 SCHOOL YEAR

Educable Mentally Handicapped

Anaconda
Billings (Two Classes)
Butte (Three Classes)
Glasgow
Great Falls
Helena (Two Classes)
Kalispell
Libby
Whitefish

Individualized Physically
Handicapped Programs

Columbia Falls
Lewistown
Townsend

School-to-Home Telephone Programs

Corvallis
Bridger
Dillon
Kalispell

Homebound

Butte
Great Falls
Helena

Low Vitality

Great Falls

Cerebral Palsied

Billings - Montana Center
for Cerebral Palsy and
Handicapped Children -
(Two Classes)

Speech Therapy Programs

Butte
Missoula

Number of towns - - - - - 16

Number of programs - - - - - 28

Number of children participating in the various special education programs - 305

STATE RESPONSIBILITIES FOR THE SPECIAL EDUCATION PROGRAM

1. To provide advisory and organizational assistance.
2. To define standards for eligibility of children, teacher training, classroom facilities, and any other phases pertinent to the special education law.
3. To give provisional approval to all public school special education programs that meet the standards established by the State Department of Public Instruction.
4. To arrange for reimbursement after local school districts have filed all essential applications and reports.
5. To assist in determining the needs for special education programs in local areas throughout the state.
6. To keep statistical data.
7. To assist the local schools in arranging for use of special services or essential specialists.
8. To cooperate with other agencies and to interpret needs in the special education area.
9. To interpret the state-wide special education program to lay and professional groups.
10. To assist in a program of parent education as it pertains to exceptional children.
11. To obtain professional literature regarding handicapped children.
12. To assist local schools in the preparing of a curriculum suitable to the type and nature of the special class.
13. To provide large-print textbooks for children with visual handicaps.

SCHOOL ADMINISTRATORS' AND LOCAL RESPONSIBILITIES

The education of exceptional children in Montana is provided for by state law permitting local school boards to set up special classes for handicapped children independently or cooperatively with other school districts. The Special Education Law is permissive, not mandatory. Thus, it is the responsibility of the local school authorities to determine whether there is a need for a special education facility (or facilities) in that town.

School districts providing such services may apply for reimbursement from special education funds from the State Department of Public Instruction. For each area of specialized service, standards have been developed relative to eligibility of pupils, teacher training, special equipment, reimbursement, and other considerations.

Specialized services may be developed within local schools to serve children in the following diagnostic groups:

1. educable mentally handicapped
2. physically handicapped
 - a. orthopedically handicapped
 - b. those requiring instruction at home or in the hospital
 - c. speech defective
 - d. visually handicapped
 - e. acoustically handicapped
 - f. low vitality (delicate) children

Local school superintendents and county superintendents of schools need to give or delegate the professional guidance in:

1. analyzing need for special programs in local schools
2. organizing and developing such services
3. supervising programs in operation

They will also interpret the program to the community and assist the teacher or therapist to maintain strong community support and understanding of the programs.

The local school administrator who has requested approval of the program by the state division of special education shall be responsible for the quality of the program, and for the reporting and administration of funds.

SCHOOL ADMINISTRATORS' AND LOCAL RESPONSIBILITIES (Cont.)

1. To determine local needs and arrange for evaluation of individual children.
2. To provide adequate physical facilities for special classes.
3. To employ qualified teachers.
4. To provide special equipment, as needed.
5. To use all local or state resources available to assist children in need of special education.
6. To determine the course of study with guidance from state department standards.
7. To provide administrative and supervisory guidance.
8. To arrange attendance in other school districts by mutual consent when necessary.
9. To complete and send to the State Department of Public Instruction all application forms relative to the special education program.
10. To engage the cooperation and assistance of other community agencies and individuals for enrichment and extension of the program beyond minimum levels.

SECTION 1: Laws Relating to Special Education

A. Definition of Terms

1. Special Education is that type of education requiring special facilities or instruction because of physical or mental deviation from the average on the part of some children.
2. Mentally handicapped children are children who are not capable of profiting from the general educational program of the public schools.
3. Educable mentally handicapped are those children who, at maturity, cannot be expected to attain a level of intellectual functioning greater than that commonly expected from an eleven-year-old, but not less than that of a seven-year-old.
4. Physically handicapped children are those children who are capable of profiting from the general education program of the public schools, but who need special equipment, special services, and transportation to compensate for their physical handicaps.
5. Sound mind shall mean sufficient mentality to render treatment and education feasible.

B. Previous Laws (reference)

- | | |
|-------------|---|
| Chapter 36 | Section 75-3611, relating to children attending cerebral palsy special aid classes. |
| Chapter 14 | Section 75-1401 to 75-1405, relating to exceptional children. |
| Chapter 14 | Section 75-1406, relating to home instruction for crippled children. |
| Chapter 169 | Section 2 of Laws of 1949 providing for sight-saving textbooks. |
| Chapter 20 | Section 75-2006, providing for a state correspondence school. |
| Chapter 206 | of Supplement to School Laws of 1953 |

EDUCATION CLASSES FOR MENTALLY AND PHYSICALLY HANDICAPPED CHILDREN

Present Law

75-5001. Special education -- mentally handicapped children -- physically handicapped children. Within the meaning of this act special education is that type of education requiring special facilities or instruction because of physical or mental deviation from the average on the part of some children. These handicapped are defined as follows:

(1) Mentally handicapped children are children who are not capable of profiting from the general educational program of the public schools. These children may be considered in three groups as follows: (a) Educable mentally handicapped. Those children who, at maturity, cannot be expected to attain a level of intellectual functioning greater than that commonly expected from an eleven-year-old, but not less than that of a seven-year-old. (b) Trainable mentally handicapped. Those children who, at maturity, cannot be expected to attain a level of intellectual functioning greater than that commonly expected of a seven-year-old and who, for entrance into a training program, are capable of walking, of clean bodily habits, and of obedience to simple commands. (c) Custodial mentally handicapped. Those children who do not show a likelihood of attaining clean bodily habits, responsiveness to directions, or means of intelligible communication. The public schools are to assume responsibility for only the educable handicapped groups.

(2) Physically handicapped children are those children who are capable of profiting from the general education program of the public schools, but who need special equipment, special services, and transportation to compensate for such physical handicaps as cardiac, cerebral palsy, or other physical handicaps including inadequate hearing and vision, which makes them unable to profit from the normal education processes without some special provision. Nothing herein shall be construed to interfere with the purpose and function of the school for the Deaf and Blind in Great Falls. (En. Ch. 206, L. 1955.)

75-5002. Courses of instruction -- preparation -- cooperation. The state superintendent of public instruction, with assistance from the state board of health, and superintendent of the state training school, and with the approval of the state board of education, shall prepare courses of instruction in the discovery and education of the handicapped child.

The state superintendent of public instruction shall cooperate with the state board of health in the utilization of the board of health specialists in hearing, speech and physical defects, both on the state and local levels, and shall also utilize the Montana mental hygiene clinic and specialists at the state training school in determining the type of special instruction needed by mentally deficient children. (En. Ch. 206, L. 1955.)

75-5003. Local boards of trustees -- powers -- determination of children requiring special education and the type of education responsibility of state superintendent -- reimbursement by state -- computation. The board

of trustees in each school district may maintain special classes for educable mentally handicapped children or for physically handicapped children, or may arrange to use the services of such approved crippled children's classes as may exist within the state, or may provide transportation services from home to school and return for physically handicapped children of such ages as it deems wise; provided, that the local board has the right to exclude persons of low intelligence or serve delinquent behavior. The determination of the children requiring special education and the type of special education needed by these handicapped children shall not be the responsibility of local boards of trustees but shall be the responsibility of the state superintendent of public instruction in cooperation with appropriate medical, psychiatric and psychological advice listed above. Two (2) or more districts may combine to provide such educational facilities.

Reimbursements on the part of the state for such programs shall be computed on the basis of counting each such mentally handicapped child in such special classes as two (2) in average number belonging, and each physically handicapped child according to a schedule to be prepared by the state superintendent of public instruction, but in no case shall it be over (3) average number belonging for each such child, pro-rated according to time and number in these special classes, or in home tutoring. Transportation reimbursements shall be made on a schedule arrived at by the state superintendent of public instruction, and such expenditures shall be added to the transportation budget of the district. The state shall reimburse two-thirds of such approved transportation.

Children sent to the crippled children classes in any other approved program within the state shall be counted on the rolls of the home district and the home district shall transfer the funds for each such child to the school district in which these classes are located according to prescribed schedules, provided, however, that when children are sent to an institution supported by funds of the State of Montana the home district will not be required to transfer funds for such child. (En. Ch. 206. L. 1955.)

75-5004. Mentally handicapped children not to be deprived of school privileges without consent of state superintendent -- notifying local welfare department and state training school of those excluded. No mentally handicapped child shall be deprived of school privileges except with the express approval of the state superintendent of public instruction, upon appropriate medical, psychiatric, or psychological advice. Each child so excluded shall be brought immediately to the attention of the local welfare department and of the proper authorities of the state training school who shall be charged with responsibility for providing adequate protection and care, in keeping with available facilities, so far as the parents are willing to accept such services.

75-5005. Petition of parents for establishment of special teaching program. The parents or guardians of seven (7) or more mentally handicapped children of one (1) type, living in one (1) town or in neighboring towns, which children can be taught together, may petition the district board or boards of trustees for the establishment of a special teaching program. The district board or boards of trustees shall request the state board of education for such advice and assistance as the state board of

education considers appropriate in the organization of such a program. (En. Ch. 206, L. 1955.)

75-5006. Qualifications of teachers -- medical, psychiatric, and psychological services -- promotion, direction and supervision of special education -- supervisor -- agency for cooperation with other agencies -- courses of study, size of classes, distances to be traveled. The state superintendent of public instruction, with approval of the state board of education, shall establish by regulation the qualifications of persons appointed to teach mentally handicapped children. The state board of health shall provide qualified medical, psychiatric, and psychological services as needed to assist the state superintendent of public instruction in making diagnoses, recommending care, or passing upon the eligibility of children for admission to or discharge from special programs for mentally handicapped children.

The state superintendent of public instruction, with the assistance of the state board of health, and with approval of the state board of education, shall make provision for proper promotion, direction and supervision of special education for mentally and physically handicapped children and shall provide necessary and adequate supervision and consultation for the purpose of carrying out this act and shall appoint a supervisor and specify his qualifications. The state superintendent of public instruction shall be the agency for cooperation and consultation with federal agencies, other agencies and private bodies on matters of public school education of mentally and physically handicapped children, reserving to other agencies their full responsibilities for other aspects of the care of such children. Courses of study, size of classes, adequacy of methods of instruction, the distances to be traveled to each school or class and the necessary equipment and special services for mentally and physically handicapped children shall comply with the requirements, prescribed by the state board of education, which shall also have authority to make any other needful regulations to carry out the purposes of this act. (En. Ch. 206, L. 1955.)

75-5007. Supervisor -- powers and duties. The duties of the supervisor, under direction of the state superintendent of public instruction, with assistance from the state board of health and superintendent of the state training school shall be to discover the child needing special education throughout the state by observation, examination, and by intelligence, emotional and achievement tests, and such other methods as are deemed necessary and expedient by him, and to administer an educational program for the exceptional child and to supervise subjects and methods and equipment to be used in the classrooms and schools insofar as they affect the handicapped child, and provided, however, that the provisions of this act shall not be mandatory upon any school or school district.

For the purpose of properly educating and caring for such children, the supervisor shall see that the courses of instruction mentioned above shall be made available for all teachers in training and in service. He may recommend ungraded classrooms in schools, home study, special facilities or transportation. He may hold conferences, cooperate, consult, advise and investigate with school superintendents, principals, school facilities, individual teachers, parents, school boards, and other interested groups and persons. He may suggest physical or mental examinations and perform other duties within the limits of this act not specified but directed by the state superintendent of public instruction on approval of the state board of education. (En. Ch. 206, L. 1955.)

SECTION II: Aims of Special Education

Our ultimate aim in special education is to assist local school districts to provide educational services for all educable children in Montana. The Special Education Law provides for services to physically and mentally handicapped children. It does not contemplate such services, as yet, for the exceptionally bright child (often times referred to as the "gifted child"), or for those with emotional disorders or severe behavior problems (often times referred to as "emotionally disturbed children" or "socially maladjusted children ").

The Special Education Law is permissive and looks to the local school board to assess and meet the needs of children in the community. The Special Education Division of the State Department of Public Instruction in Montana is prepared to assist in the planning and development of special educational services and under law can provide partial financial reimbursement to local schools setting up such programs. Parents of handicapped children are advised to contact local teachers, principals, and city or county superintendents if they are interested in securing local educational services for their children.

Adhering to this philosophy that special education is intended to meet as completely as possible the individual needs of exceptional children, we present these as our aims:

1. Attention will be directed toward the abilities of the child -- rather than to his disabilities.
2. Every effort will be made toward effecting parental understanding and participation through guidance and training.
3. Locally, special education should be an integral part of the public school program in order to be most effective.
4. On a state level special education should coordinate the efforts and skills of all agencies and individuals to best meet the needs of the individual child.
5. Special education should provide for handicapped children those same objectives established for all children -- self-realization, human relationships, economic efficiency, civic and moral responsibility.

SECTION III: Financing of Special Programs for the Handicapped

A. Reimbursement of Special Education

The State Superintendent of Public Instruction accordingly establishes the following schedule for state reimbursement for approved special education programs:

1. Count as double ANB (an ANB of 2):

- a. Special classes for the educable mentally handicapped
- b. Children who are physically unable to attend regular full-time classes without the assistance of some special facility or some special provision
- c. Homebound cases who are receiving their education by telephone communication with their classroom with only an occasional visit by a teacher

2. Speech therapy programs:

Reimbursement for speech therapy programs is determined by adding together the total number of clinical sessions and parent conferences that all of the participating children receive during the course of the regular school-week, and then dividing that number by five (five days in the school-week). The resulting number multiplied by 1.5 ($1\frac{1}{2}$) would be the amount of additional ANB that a particular school could count on their records. For example, if there were thirty (30) children receiving speech therapy for three (3) clinical sessions per week: 3 (clinical sessions) times 30 (children) = 90 (total number of clinical sessions per week) divided by 5 (days) = 18; 18 times 1.5 ($1\frac{1}{2}$) = 27. That would be 27 more pupils who could be counted for ANB purposes. Under no circumstances can the amount of additional ANB exceed 36 pupils for one therapist. (Each child participating in a speech therapy program would also count as 1 ANB on the rolls as regular pupils ---- excepting those children who are enrolled in a state approved special education program in some other area of exceptionality.)

3. Count as triple ANB (an ANB of 3):

The school children who are most severely physically handicapped, i.e., all homebound and/or hospital cases, who are unable to attend full or part-time regular or special classes in school, and who require regularly scheduled visits by a special teacher or therapist.

It is recommended, that where two or more school districts within commuting distance of each other, have only one or a small number of physically handicapped children residing in their respective districts, that they mutually agree to prorate the salary of a visiting or special teacher or therapist on an hourly basis plus her travel costs to each individual program.

All programs for the education of handicapped school children must annually receive the approval, in writing, of the State Superintendent of Public Instruction on forms provided by her office before said programs will be eligible for state reimbursement.

B. State Reimbursement for Transportation of Handicapped School Children

The law provides that reimbursement shall be $\frac{2}{3}$ of the schedule approved by the State Superintendent of Public Instruction.

The program of reimbursement will use the following guide:

1. No restrictions will be placed upon the distance from school that the parents must reside in order to qualify for transportation aid.
2. The schedule for children who ride public carriers should be the cost of the ticket to ride the bus or the train.
3. Payments to parents who transport their own children should be on schedules similar to the degree of isolation table.
4. Bus reimbursement should be determined by the type of equipment necessary, and the number of attendants necessary for the bus. If a supervisory attendant is necessary on the bus, besides the driver, then the schedule should be increased above the regular state rate.
5. The state reimbursement will be $\frac{2}{3}$ of the approved schedule.

SECTION IV: Procedure for Establishing Special Education Programs for Educable Mentally Handicapped

A. Eligibility Standards

To be accepted in a special class for the mentally retarded, a child must meet these criteria:

1. Be of legal school age, the minimum being six years.
2. Be impaired intellectually to such a degree that he can expect, at maturity, to attain a mental age of not less than seven years nor more than eleven years; and whose I.Q. limits would fall within the range of 55 to 69, with an allowable deviation of five points either way.
3. Be physically competent, as determined by a medical examination.
4. Be toilet trained
5. Be able to communicate his needs
6. Be of no physical danger to himself or others
7. Be capable of responding to simple directions

Other Determining Factors:

Opinions from teachers and other school personnel

School achievement records

Mental ability, as determined by school group and individual tests, clinical tests and records

Health of the pupil

Parental attitude and cooperation

B. Steps in Establishing a Special Class for the Educable Mentally Retarded

1. Testing procedures

- a. Group mental tests should be administered to all pupils attending school at the level at which the special class is being organized - elementary or secondary.
- b. Performance mental tests should be given to avoid the confusion of mental ability and reading achievement.

- c. Those pupils whose I.Q. falls within the area of 80 or below on the group test should be given individual tests by the school.
- d. Those pupils whose I.Q. falls within the 55 to 69 range, with allowable deviations, and who otherwise meet the established criteria, should then be referred to a recognized and qualified clinical or educational psychologist or testing facility for more conclusive individual testing and evaluation. This, in most instances, will be the nearest State Mental Hygiene Clinic - Billings, Butte, Great Falls or Missoula.
- e. A few intelligence tests which are widely used and recommended are:

OTIS QUICK-SCORING MENTAL ABILITY TESTS, World Book Company, Yonkers, New York

KUHLMAN-ANDERSON INTELLIGENCE TEST, Personnel Press, Inc., Princeton, New Jersey

CALIFORNIA TEST OF MENTAL MATURITY, California Test Bureau, Los Angeles, California

2. Evaluation and recommendations

It is recommended that each school select three or more from the following to serve as an Admissions Committee:

Classroom Teacher	Psychological Examiner
Special Class Teacher	School Nurse
Principal	Supervisor of Elementary Education

The State Supervisor of Special Education will then meet with the Admissions Committee to evaluate all information:

- a. Opinions of teachers and school personnel
- b. School achievement records
- c. School test records, both group and individual
- d. Health records
- e. Parental attitude
- f. Results of individual tests at Mental Hygiene Clinic, or from other approved and qualified clinical or educational testing facility

The recommendations of the Admissions Committee will then be forwarded, along with the necessary application forms, to the State Department of Public Instruction. Final approval of those children determined to be eligible for a special class for the educable mentally retarded will be made by the State Superintendent of Public Instruction, and written notice sent to the local school district.

Conferences with the parents of these children must then be held to secure their approval for the entrance of their child into the special class.

C. Teachers Qualifications

As a minimum, a teacher of a special class of educable mentally retarded children must:

1. Be regularly certified as a teacher in Montana, with minimum of a Bachelor's Degree
2. Have a minimum of at least two years successful teaching experience
3. Have a minimum of 15 quarter hours in special education. Included in these 15 quarter hours we recommend the following courses:

Introductory course in special education
Introductory course in the education of the mentally handicapped
Supervised practice-teaching with the mentally handicapped

The following supplementary courses are also recommended:

Arts and crafts
Counselling and guidance
Introductory course in psychological testing
Introductory course in speech correction
Mental Hygiene

Personal Characteristics

1. A sincere liking for and desire to help handicapped children.
2. Emotional maturity and stability
3. High tolerance level
4. Sense of humor
5. Ingenuity and resourcefulness

A competent elementary school teacher, with a knowledge of the fundamental principles of teaching and learning, plus a genuine interest in, and concern for, the welfare of educable mentally handicapped children, may serve effectively in this program. Where such a teacher is available, even though meeting only the minimum standards, it is recommended that school administrators and boards of trustees utilize such a teacher, by requesting emergency special education certification from the State Department of Public Instruction.

This teacher should be encouraged to broaden her professional qualifications by attending a college or university during the summer months. This would enable the teacher to "pick up" those special education courses which she has not taken.

D. Characteristics of a Special Class for Educable Mentally Handicapped Children

1. An I.Q. range of 55 to 69, with a five point deviation either way.
2. A chronological age group of 6 to 17 years, and a chronological age span of not over four (4) years.
3. A termination age of 17 years (on the seventeenth birthday).
4. Provisional entry for all children when they first enter the special class. The reason for this provisional status of each new child is for purposes of determining whether he or she will truly profit from the special facilities and teaching. The length of time in which a child is on provisional status will be determined by the local school system. The Division of Special Education of the State Department of Public Instruction recommends a provisional period of not less than six weeks.
5. A periodic re-appraisal of all children in a special class to determine the rate of progress for each, and any different action that might better be taken.
6. A minimum number in a special class shall be seven (7); the maximum number shall be fifteen (15). The younger the chronological age-group, the smaller the class should be.

E. Nature of the Special Classroom

It is important that the room be located in a regular elementary or secondary school building, and that it have a desirable location on the ground floor within the building. If most of the children in a special class are of elementary school-age, it would be preferable to have the special room in an elementary school. If most of the children in a special class are of secondary school-age, than it would probably be most suitable to have their special room in a secondary school building. Basement classrooms should not be used.

The room should be at least as large as a regular classroom in order to allow for the various types of activities, and should have adequate lighting and ventilation.

Chalkboards and display space should be extensive and conveniently located.

There should be plenty of open and closed storage space, bins, closets, drawers, and cupboards.

Electrical outlets should be available.

A sink, work counter or table, and lavatory are highly desirable.

Pupils in the special class should have equal access to all facilities of the school - playground, gymnasium, showers, shop, library and lunchroom.

See APPENDIX for further information as to suggested supplies, equipment, and possible teaching units.

SECTION V: Procedure for Establishing Special Education Programs for Specific Types of Physically Handicapped

A. Homebound Programs:

1. Diagnosis made by attending family or local physician
2. Diagnosis be confirmed by a specialist - orthopedist, neurologist, pediatrician, etc.
3. Statement of physical prognosis
4. When either physical therapy or occupational therapy is indicated, there should be a statement from a physician or specialist indicated: Type, kind, number of treatments, length of treatment period per week.
5. Provisions made for follow-up evaluation at regular intervals
6. Approved application on file for each pupil - See APPENDIX
7. Physical therapist assigned must hold membership in either the American Physical Therapy Association or American Physical Therapy Registry
8. Speech therapist assigned must be eligible for basic certification in the American Speech and Hearing Association. (See page 15)

NOTE: A unit for the homebound handicapped must have a certified teacher assigned for a minimum of four (4) school days per week. The teacher is required to spend a period of not less than forty-five (45) minutes duration per pupil each assigned day. If physical therapy or occupational therapy is made available in the home, not less than three (3) treatments per week of thirty (30) minutes duration of either type of therapy must be provided. These procedures can be modified only upon the written request of a physician, and filing this request with the State Superintendent of Public Instruction.

B. School-to-Home Telephone Program:

Exactly the same procedure will be followed in establishing school-to-home telephone programs as that used for homebound. The application forms used for this type of program will be the same as those used for homebound and orthopedically handicapped programs. These application forms will be found in the APPENDIX.

C. Orthopedically Handicapped Program:

Exactly the same procedure will be followed in establishing a special education program for any child or children with orthopedic disabilities as that used for the homebound. Application forms will be found in the APPENDIX.

NOTE: A unit in special education of the orthopedically handicapped when therapy is indicated, must provide a minimum of three (3) occupational therapy treatments per week for periods of not less than thirty (30) minutes duration for each child, unless fewer number of treatments are prescribed by the attending physician and stated in writing. Daily treatments would seem most desirable, wherever possible.

D. Speech Therapy Program:

These criteria should be followed in determining the eligibility of pupils:

1. Diagnosis of speech defect made by a qualified speech pathologist designated by the State Superintendent of Public Instruction.
2. Diagnosis presented in a written statement by the speech pathologist.
3. Type of speech therapy indicated in each case by speech pathologist.
4. Number of treatments per week and duration of each period of treatment stated by speech pathologist.
5. Treatment designated as either individual or group by speech pathologist.
6. Approved application on file - See APPENDIX.
7. Speech therapist assigned in a qualified program must have attained basic certification in speech or hearing with the American Speech and Hearing Association (see page 15).
8. In addition to the above, it is desirable that speech therapists assigned in a qualified speech therapy program have a valid Montana elementary or secondary certificate.

NOTE: A program in speech therapy must provide a minimum of three (3) treatments per week for periods of not less than twenty-five (25) minutes duration per group or child, unless fewer number of treatments are prescribed by a speech pathologist in writing. Daily treatments would seem most desirable, whenever possible.

E. Hard of Hearing Program

These criteria should be followed in determining the eligibility of pupils:

1. Diagnosis of hearing defect made by qualified otologist as defined by The American Medical Association.
2. Diagnosis presented in a written statement by the otologist.
3. Type of therapy for the hard of hearing in each case by the otologist.
4. Number of classroom sessions per week and duration of each daily session as stated by otologist.
5. Treatment designated as either individual or group by otologist.
6. Approved application on file - APPENDIX.
7. Hearing therapists assigned in a qualified hearing therapy program for the hard of hearing and/or deaf must have attained either a basic certificate in speech and/or a basic certificate in hearing from the American Speech and Hearing Association. (See page 16)

F. Requirements for Basic Certification in the American Speech and Hearing Association

General Requirements:

1. A bachelor's degree or higher, as certified by transcripts from the awarding institution.
2. Membership in the American Speech and Hearing Association, as certified by the Chairman of the Committee on Membership.
3. Subscription to the Code of Ethics of the Association.
4. Payment of the certification fee, as required by Council action at the 1953 Annual Convention.

Requirements for Basic Certification in Speech

1. Basic Areas: 6 semester hours

Anatomy and physiology of the ear and vocal mechanism, phonetics, semantics, speech and voice science, psychology of speech, experimental phonetics and similar areas.

2. Specialized, professional course content in speech correction and speech pathology: 12 semester hours

At least two courses in speech correction and/or speech pathology.

Elective:

Stuttering, voice disorders, articulation disorders, cleft palate, aphasia, cerebral palsy, and similar areas.

3. Specialized, professional course content in audiology: 3 semester hours.

Hearing problems and the testing of hearing.

Elective:

Introduction to audiology, auditory training, speech reading, speech for the acoustically handicapped, problems of the child with a hearing loss, and similar areas.

4. Other areas: 9 semester hours

Child psychology (or child development)

Mental hygiene (or psychology of adjustment)

Electives in appropriate areas

Total semester hours required: 30 semester hours

5. Clinical practicum:

Basic: at least 200 clock hours

6. Professional Experience:

Basic certificate: one year of pre-registered experience following the completion of the above listed academic requirements and clinical practicum.

Requirements for Basic Certification in Hearing

1. Basic areas: 6 semester hours

Phonetics, anatomy and physiology of the vocal mechanism, anatomy and physiology of the ear, speech and voice science, experimental phonetics, psychology of speech, acoustics, physics of sound, etc.

2. Specialized, professional course content in audiology: 12 semester hours

*Hearing problems and hearing testing

*Speech reading

*Auditory training

Elective:

Hearing aids, hearing clinic management, aural rehabilitation, audiologic instrumentation, speech for the aurally handicapped, field work in audiology, seminar in audiology, preschool deaf child, education of the deaf, etc.

3. Specialized, professional course content in speech correction: 3 semester hours

*Speech pathology

Elective:

Stuttering, voice disorder, articulation disorders, cleft palate, cerebral palsy, aphasia, etc.

4. Other areas: 9 semester hours

*Child psychology (or child development)

*Psychology of adjustment (or mental hygiene)

Electives in appropriate areas

Total semester hours required: 30

5. Clinical practicum:

*Basic: at least 200 clock hours:

6. Professional experience:

*Basic certificate: one year of pre-registered experience following the completion of the above-listed academic requirements and clinical practicum.

G. Curriculum

The curriculum for the physically handicapped child, whose intelligence falls within the normal range, is the regular school curriculum with the necessary modifications to meet his needs. The special services, as required, are the therapies, special equipment, transportation to and from school, and provision for rest during the school day.

APPENDIX

SECTION VI: Appendix

A. Suggested References

1. General Bibliography

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State Department of Education, Sacramento, California,
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Government Printing Office, Washington 25, D. C.,
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MENTALLY RETARDED, Superintendent of Documents, U. S.
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3. Orthopedically Handicapped and Low Vitality

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NOTE: More comprehensive bibliographies are available upon request from the Division of Special Education of the State Department of Public Instruction.

B. Supplies and Equipment for a Special Room for the Mentally Handicapped

This is only a suggested list. A much more complete one is available upon request from the Division of Special Education. Inquiry could also be made of school supply firms. Local administrators and special class teachers will wish to select supplies and equipment which will best meet the needs of their pupils.

Academic

Clock - Judy
Cubes (colored) 1"
Lower case plastic letters
Peg board
Plymouth primary reading chart

Self Help

Clothing
 Clothes brush
 Iron
 Ironing board
Sewing
 Sewing machine
 Scissors
Cooking
 Utensils
 Stove with oven
 Hot plate
 Measuring cups & spoons

Coordination

Block craft
Piano
Record player
Records
 Creative movements
 Simple games
 Square dances

General Classroom
Equipment

Aquarium
Doll corner
Typewriter (primer)
Large play blocks

Personal Cleanliness

Mirror
Comb and brush
Towels

C. Curriculum for Mentally Handicapped Children in a Special Class

Studies of school failure and academic retardation have shown that for mentally handicapped children the academic work of the regular school curriculum is too verbal, too abstract, and too high in intellectual level for their comprehension, and so they are unable to profit from this approach. The curriculum of the special class is planned around practical work that stimulates intellectual activity through the use of concrete, rather than abstract, experience. Practical work means the use of school subjects as sources for educational exercises that are chiefly on concrete, visual and everyday lines. Educational value of such concrete experiences is primarily intellectual stimulation, not manual dexterity or monotonous repetition that offers little intellectual challenge. In the education of the mentally handicapped children, there should be considerable emphasis placed upon the development of wholesome and effective personalities. It is only through an individual's ability to "get along with people" and to work effectively with them that he can hope to eventually be able to assume a functional place in our society.

Three basic goals in curriculum planning for the mentally retarded and their implications are:

Occupational adequacy: Train each individual in such a way that as an adult he should be partially or totally self supporting.

Social adequacy: Develop personal habits which will aid the individual to live and work cooperatively with others in his community.

Personal adequacy: Develop good physical and mental health.

Some considerations in curriculum planning:

1. Limit academic skills to those which the child can master and use with genuine understanding.
2. Valuable teaching techniques:
 - a. Provide repetitive drill to reinforce instruction. However, be sure that the repetitive drill has value and meaning to the pupil.
 - b. Develop concepts slowly over an extended period of time.
 - c. Develop concepts within range of individual pupil's ability.

- d. Develop concepts in sequential order.
- e. Motivate each child by capitalizing upon his particular interest, abilities and aptitudes.
- f. Place emphasis upon concrete essentials.
- g. Supervise pupil's work closely, but work toward greater independence.
- h. Limit formal instruction to periods of short duration.
- i. Use simple vocabulary.
- j. Accept the child as he is and develop an understanding attitude toward his behavior.

Experience-Centered Units

A widely used method of teaching mentally handicapped children is through the use of experience-centered units (often times referred to as activity units, teaching units, interest units, project units and/or resource units). Experience-centered units are units of study that are organized and taught in such a way as to encompass, or bring in, many areas of living that are essential for mentally retarded children to be familiar with. The greatest advantage and value of experience-centered units is that all children in a special class can make contributions to a unit to the extent of their abilities and/or capabilities. The children are not trying to learn through abstract and "far-removed" experiences; rather, they are learning through actual concrete experience. Studies have shown that experience-centered units are very effective in stimulating interest, increasing motivation, relating school to the "world of living", developing healthy social and personal attitudes, developing the ability of oral expression and presenting portions of tool subjects in a practical and interesting setting. A brief, outlined unit is exemplified below:

Restaurants

A unit on restaurants provides for many interesting opportunities for pupils to acquire many worthwhile social and academic skills. A small scale restaurant can be conveniently located in one corner of the classroom. One or more pupils should be designated as the customer or customers, another the waiter or waitress, and another the cashier. Children in the class can take turns playing the various roles.

Equipment:

Card table	Cash register
Chairs	Money
Four place settings (plates, knives, forks, spoons, glasses)	Pencil
Table cloth	Note pad
	Napkins

Social Skills:

1. Manage oneself appropriately in public places.
2. Eating properly and practicing simple rules of etiquette.
3. Setting a table properly.
4. Being courteous both as a customer and a worker.
5. Expressing oneself orally.
6. Waiting on a customer in a "businesslike manner."

Academic Skills:

1. Functional reading
2. Functional writing and spelling
3. Practical arithmetic skills
 - a. Making correct change
 - b. Figuring total bills
 - c. Budgeting (daily record of money spent for food)

NOTE: If the pupils cook apple sauce or have a mid-morning snack, they may often take turns ordering and paying for these items.

The areas of experience-centered units that can be used in a special class are practically unlimited. The needs, interests, and chronological age of the group would be the determining factors in deciding what unit (or units) should be taught. Some examples are: Food, Home and Family, Our Neighborhood, Safety, Transportation, Farms, Ranches, Manners, Jobs in the Community, etc. In the not-too-distant future, it is the hope of the Division of Special Education to compile a curriculum guide consisting of experience-centered units that could possibly be used in a special class.

NOTE: Experiences growing out of a unit will probably not give the children sufficient opportunity to learn, to the best of their abilities, essential attainments in the tool subjects. Experiences will show the child the need for learning to read, to write plainly, to speak clearly and to count accurately. But, there must be additional provision for practice in these skills. Experience-centered units are a very important part of a total special curriculum; practice in the tool subjects is also important.

¹Ingram, Christine P., EDUCATION OF THE SLOW-LEARNING CHILD, The Ronald Press Company, New York, 1953, p. 179

D. Daily Class Schedule

Since no two special classes are the same with regard to the traits and characteristics of the children, it is probably most desirable to leave the daily class planning to the individual special class teacher and the situation in which she finds herself. However, each special class teacher should develop a flexible schedule of daily activities to meet the needs of her particular group of pupils. Such a schedule should also provide for a simple routine pattern of activities which tend to give retarded pupils a feeling of security. If the school day is divided into large blocks of time that are in keeping with the regular school routine of the building in which the special class is being housed, the teacher will be assured of a simple routine pattern that permits integration with the total school program.

E. Sight-Saving Library

The Division of Special Education of the State Department of Public Instruction has a Sight-Saving Library consisting of approximately 1700 textbooks. These textbooks which are printed in large type are available to schools around the state upon request by the administration (principal or superintendent of schools). These large-type books can be profitably used by children who encounter considerable difficulties in trying to read the standard-sized print. The recommendation of a medical doctor should accompany each request for large-type books.

To request sight-saving books, list the books to be used in the regular class by the child. If these texts are not available in large-type editions, substitutions may be made if you indicate that the teacher will be able to use the substitutions. Send requests for books to the Division of Special Education, State Department of Public Instruction, Helena, Montana and not to the publisher since your order may be filled from our shelves.

F. Visual Aids - Films on the Handicapped: Rental

I. General Area:

- a. EDUCATION OF EXCEPTIONAL CHILDREN. sound, black and white, 30 minutes, Visual Aids Service, University of Illinois Extension, Champaign, Illinois, rental \$4.00
- b. FOR THOSE WHO ARE EXCEPTIONAL. sound, color, 45 minutes, National Society for Crippled Children and Adults, 11 S. LaSalle St., Chicago 3, Illinois, rental \$3.50

- c. A TREATMENT PROGRAM FOR HANDICAPPED CHILDREN. sound, black and white, 25 minutes, rental \$5.00. Gives integrated program for rehabilitation of the handicapped child. Curative Workshop, Milwaukee, Wisconsin

2. Mental Retardation:

- a. FORGET NOT THESE CHILDREN. sound, black and white, 20 minutes, transportation charges. Tells what New Jersey is doing to help retarded children. New Jersey Department of Institutions and Agencies, Trenton, N. J.
- b. CHILDREN LIMITED. sound, color, 30 minutes, California State Department of Public Health, San Francisco, transportation. Sponsored by the Children's Benevolent League of Washington, this film endeavors to document the problems, conditions, and treatment of mentally retarded children. It illustrates the program in the state of Washington for retarded children.

3. Orthopedic Disabilities:

- a. A VISIT IN PICTURES TO THE CRIPPLED CHILDREN'S SCHOOL. Jamestown, North Dakota. Silent, colored, 30 minutes, rental \$3.00. Shows medical and treatment program, special education and training, National Society for Crippled Children, Chicago, Illinois.
- b. DAY AT WASHINGTON BOULEVARD SCHOOL. sound, color, 20 minutes, Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, California, rental, \$10.00. Depicts the activities in one of the five Los Angeles City elementary schools for orthopedically handicapped children. The film presents the school program, speech therapy, occupational and physical therapy, and class activities that parallel as closely as possible those of a normal class. Scenes during luncheon, at noon recess, and gardening periods are shown. The children in the film have abnormalities of the bones and joints, diseases of the brain and nervous system, and a variety of endocrine disorders.
- c. FIRST AS A CHILD. sound, black and white, 20 minutes, International Film Bureau, 6 N. Michigan Ave., Chicago, Illinois. Rental \$3.50. Depicts the services rendered in a public clinic for crippled children.

- d. HANDICAPPED GO CAMPING. sound, color, 10 minutes, Audio-Visual Center, State College of Washington, Pullman, Washington, transportation. Handicapped and normal children are placed together in a summer camp on an experimental basis. The reaction of the groups to each other and the subsequent adjustments are shown.
- e. JOURNEY BACK. sound, black and white, 20 minutes, Visual Aids Service, Office of Public Relations, United States Veterans Administration, Washington 25, D. C., transportation. Illustrates the role of a physical therapist, speech therapist, social workers, etc., in the rehabilitation of a hemiplegic boy.
- f. MILWAUKEE CURATIVE WORKSHOP. silent, color, 35 minutes, National Society for Crippled Children and Adults, 11 S. LaSalle St., Chicago 3, Illinois, rental \$2.50. This film depicts the integration of medical care, counseling, and vocational training in a program designed to rehabilitate the crippled people of the state of Wisconsin.
- g. SPECIAL EDUCATION FOR SPECIAL NEEDS. (The Physically Handicapped). Shows various aspects of special education program for physically handicapped children. 58 frames (slides) black and white, American Council on Education, 744 Jackson Place, Washington 4, D.C.
- h. SERVICES TO THE CRIPPLED CHILD. silent, color, 28 minutes, Adelaide Tichenor Orthopedic Clinic, 1600 Termino St., Long Beach, California, transportation. Takes us through a day in the out-patient clinic in the orthopedic center of the hospital. Here we see the many services that are set forth for the handicapped child.
- i. THEIR PLACE IN THE SUN. sound, black and white, 20 minutes, International Society for Welfare of Cripples, 127 E. 52 St., New York 22, N.Y., transportation. Shows camping program for crippled children conducted by the Maryland Society for Crippled Children and Adults. Activities include maintenance of quarters, individual and group recreation, and nature study carried out without elaborate facilities.
- j. YOU'LL NEVER WALK ALONE. sound, color, 20 minutes, National Society for Crippled Children and Adults, 11 S. LaSalle St., Chicago 3, Illinois, transportation. Produced by the West Virginia Society for Crippled Children and Adults, this film tells a story of summer camping for crippled children at Camp Horseshoe, West Virginia.

4. Speech Deficiencies:

- a. GOOD SPEECH FOR GARY. sound, color, 2 reels, Film Library, New York University, 26 Washington Place, New York 3, N. Y. This film presents a well-organized speech program. It deals with a boy who suffers from a speech defect, and describes its effect on his personality and his improvement through modern remedial teaching. Mrs. Miller, a teacher in the second grade, discovers that Gary is an outsider, that he refuses to talk or to enter into any activity with the other children. She takes up his case with the special speech teacher who discovers that Gary cannot make himself understood. Gary is first given a complete physical examination. Then the class program is so arranged that Gary gets special attention, nearly always in a group, and the entire class participates in his speech improvement. Flannel board stories, radio broadcasting, puppets, speech games and stories, dramatic play, and social skills are all employed to carry out this remedial program.
- b. SPEECH TRAINING FOR THE HANDICAPPED CHILD. sound, color, 30 minutes, National Society for Crippled Children and Adults, 11 S. LaSalle St., Chicago 3, Illinois, rental \$3.50. This film illustrates the operation of a summer speech and hearing rehabilitation center under the direction of the Division of Services for the Crippled Children of the University of Illinois. It follows a group of children through the procedures of case finding, diagnostic service, medical consultation, therapeutic procedures, and recreational activities.
- c. THE HUMAN VOICE. silent, black and white, 8 minutes, Department of Visual Instruction, University Extension, University of California, Berkeley 4, or Los Angeles 24. Physiological functions of the nasal passage, windpipe, gullet, epiglottis, vocal chords in producing sound.

5. Acoustical Handicaps

- a. EARS AND HEARING. sound, black and white, 11 minutes, Encyclopedia Britannica Film, Inc., 1150 Wilmette Ave., Wilmette, Illinois, rental \$1.50. Describes the physiology of the human ear by means of graphic animated drawings and remarkable closeup photography of the ear as it is functioning. Portrays accurately how the parts of the ear operate, and records some of the important kinds of sounds in our environment. Explains three common causes of impaired hearing and demonstrates how a hearing aid is used.

- b. EARS THAT HEAR. sound, color, 15 minutes. Describes use of audiometer to detect hearing loss in school children. Bureau of Visual Instruction, University of Wisconsin, Madison.
- c. EDUCATION FOR THE DEAF. sound, black and white, 51 minutes, British Information Service, 30 Rockefeller Plaza, New York, N. Y.; 310 Sansome St., San Francisco 4, California, rental \$5.00
A detailed presentation of the problems that arise from deafness. The film is taken in the classroom and shows the actual teaching program and the many devices and techniques used to bring speech to these handicapped children. The film points out how a child who has been given the right start in the school for the deaf may be able to get a lot more from the regular school class and may be able, after a proper time, to go into the regular school for most of his or her work.
- d. PAY ATTENTION: PROBLEMS OF THE HARD OF HEARING CHILDREN. sound, black and white, 30 minutes, Film Library, New York University, 26 Washington Place, New York 3, N. Y., rental \$6.00. The hard of hearing child is many times accused of being anything but what he is. He appears lazy and inattentive and many times is accused of things that are not really a part of his nature. The fact that he cannot hear the commands of the teacher and the requests of his parents and friends is due to his loss of hearing and nothing else. This film attempts to show the needs of these children and how they are cared for.
- e. SUSAN'S WONDERFUL ADVENTURE. sound, color, 30 minutes, Audio Visual Center, Syracuse University, Syracuse, New York, rental, \$4.75. This film presents a period of 14 years in the life of a deaf child. It begins with the discovery by Susan's parents of her deafness and shows educational techniques utilized at the Clarke School for the Deaf. The approach and technique in the teaching of the deaf, the equipment and devices used to supplement the work, the patience and insight of the teachers are underlying currents in the flow of the story.
- f. THE INVISIBLE HANDICAP. silent, black and white, 15 minutes, American Hearing Society, 817 14th St., N.W., Washington, D. C., rental \$1.50. We cannot tell from the appearance of the child whether or not he or she is deaf. The child who has the obvious handicap gets far more attention than the child who merely remains silent and evinces no interest in anything. In this film we see the work that is being done with these hard of hearing children.

- g. THE RIGHT TO HEAR. sound, color, 28 minutes, State University of Iowa, Iowa City, Iowa, rental, \$6.75. This film describes the problems of the deaf and severely hard of hearing. It presents the cases typifying mild, moderate, and total loss of hearing. Shown are the techniques of group audiometric testing, individual pure-tone examinations, and a follow-up case conference with an otologist. A parent interview introduces the subject of medical care and of fitting and using hearing aids. A sequence describes teaching of lipreading methods and the need for education of the deaf. The film presents the program at the Iowa School for the Deaf and shows methodology in teaching the various school subjects to deaf pupils. The use of group hearing aids and the social, recreational, trade, and vocational programs are depicted.
- h. TRIUMPH OVER DEAFNESS. sound, black and white, 20 minutes, British Information Service, 30 Rockefeller Plaza, New York, N. Y.; 310 Sansome St., San Francisco 4, California, rental \$2.50. This is the presentation of the methods by which deaf children are taught to speak. Two-year-olds are accepted by the special schools and many stay until they are twenty. Their classroom progress is slower than that of other children. The school makes sure that the children are qualified to take their place in the world before they leave.
- i. YOUR CHILDREN'S EARS. sound, black and white, 17 minutes, British Information Service, 30 Rockefeller Plaza, New York, N. Y.; 310 Sansome St., San Francisco 4, California, rental \$2.50. Not too many of us are born deaf, and in many cases loss of hearing is due to carelessness or ignorance. This film shows the physiology of the ear in a series of animated diagrams. Many children who appear dull, lazy, or just unresponsive are many times afflicted with a hearing loss.
- j. YOUR EARS. sound, black and white, 10 minutes, Young America Films, 18 E. 41 St., New York 17, N. Y. This film does an excellent job of explaining and illustrating the structure and the function of the ear and its components.

6. Visual Handicaps

- a. EYES BRIGHT. sound, color, 10 minutes, Avis Films, 932 N. La Brea Ave., Hollywood 38, California, rental \$3.00. Important factors in developing and maintaining healthy eyes are illustrated and presented in the form of a classroom situation.

- b. HELEN KELLER IN HER STORY. sound, black and white, 45 minutes, Louis De Rochemont Film Library, 13 East 37th Street, New York 16, New York, rental, \$12.50. This is a factual biography, made up of still photographs, early motion pictures, newsreels, and sequences of Helen Keller's daily life, shot especially for this film, with Miss Keller appearing throughout. The film traces the astonishing career of Miss Keller from birth until her present age of 76, showing in dramatic detail how the blind, deaf, and mute girl overcame insuperable handicaps to become, as a woman, one of the great world figures. It is narrated by Katharine Cornell.
- c. JOHNNY'S NEW WORLD. sound, color, 16 minutes, The National Society for the Prevention of Blindness, 1790 Broadway, New York 19, New York, rental \$2.00. In the film, Johnny is taken through the adventure of his first days at school and the story of gradually developing eye trouble. Alertness on the part of teacher, school nurse, and parent, however, bring proper care to Johnny, who discovers all over again the wonders of his new world of good sight. Some common defects, myopia, hyperopia and strabismus are effectively explained in animated sequences.
- d. LET ME SEE. sound, color, 20 minutes, University of Illinois Extension Service, Urbana, Illinois, rental, \$4.25. Deals with a school for blind children, showing what parents may do to help the blind child, and how such children may be helped to become useful members of society.
- e. MY CHILD IS BLIND. sound, black and white, 20 minutes, Association Films, 35 W. 46 St., New York, N. Y.; 79 E. Adams, Chicago, Illinois; 351 Turk St., San Francisco 2, California. Shows how a blind child, given patient treatment and proper training at a special nursery school for blind children, can be taught to do many things normal children can do. (This film is distributed under the title of "I See the Wind.")
- f. THE MANY WAYS OF SEEING. sound, color, 15 minutes, Standard Oil Company, 225 Bush Street, San Francisco, California, transportation. This picture was filmed at Enchanted Hills, Napa, California, a camp for visually handicapped children. It shows a summer camping program for blind children with emphasis on techniques of orientation, recreational and socially maturing activities. Presents such activities as swimming, nature study, horseback riding, sports, and crafts.

- g. THE TEMPLE CITY STORY: SOME OF OUR CLASSMATES ARE BLIND. sound, color, 22 minutes, American Foundation for the Blind, 15 West 16th Street, New York 11, New York, or Audio-Visual Department, Temple City (California) Public Schools, Temple City, California, transportation. This film shows an integrated educational program for blind children. The scenes depict blind youngsters working and playing with seeing children. The program presented is an inter-community special education project. The film shows the role of the resource teacher for the blind working with the regular class teacher. A sequence shows second graders recording experiences on a braille typewriter. The teaching of reading to blind students at this school is presented through realistic experiences. Most reading activities for these blind children are with seeing pupils, but with the use of braille materials. Children using braille typewriters are shown taking a spelling test. Blind children are shown participating in musical and art activities. The use of the talking book, braille books, and tape recorders are explained.
- h. SIGHT SAVING. silent, color, 25 minutes, Detroit Board of Education, 453 Stimson Ave., Detroit 1, Michigan, transportation. The methods used in the city of Detroit to set up and maintain a program for the proper ways of teaching with an eye to elimination of eyestrain in their school program.

7. Special Health Problems:

- a. BEHIND THE SHADOWS. sound, black and white, 15 minutes, National Tuberculosis Association, 1790 Broadway, New York 19, N. Y. A doctor explains the signs of tuberculosis and methods of prevention.
- b. HOW BIG A HANDICAP? 45 frames, color, 33 1/3 rpm, 15 minutes, Public Affairs Committee, 22 E. 38 St., New York 16, N. Y., sale only; script \$3.50; sound \$10.50
- c. JIMMY BEATS RHEUMATIC FEVER. 36 frames, black and white, sound, 33 1/3 rpm, 15 minutes, Metropolitan Life Insurance Co., 1 Madison Ave., New York, N. Y., transportation. Follows an eight-year-old boy through his battle with rheumatic fever. Presents the need for early diagnosis, the provisions for diversional activities and subsequent healthful living.

- d. SEIZURE -THE MEDICAL TREATMENT AND SOCIAL PROBLEMS OF EPILEPSY. sound, black and white, 45 minutes, Central Film Library, United States Department of Agriculture, Washington, D. C. The story of a failure in which the patients outgrow childhood seizures only to have the malady manifest itself in more serious form during battle experience. The film shows the treatment and degrees of seriousness of epilepsy. It was directed by Nicholas Webster and awarded first prize at the International Film Festival in Venice.
 - e. THE CRIPPLED HEART. 40 frames, color sound, 33 1/3 rpm., 15 minutes, American Heart Association, 13 E. 37 St., New York, N. Y., rental \$2.75. Illustrates the program for the rehabilitation of the cardiac child in the St. Louis rheumatic fever program; includes many drawings and clinical photographs of the heart for instructional purposes.
 - f. WE SEE THEM THROUGH. sound, black and white, 18 minutes, International Film Bureau, 6 N. Michigan Ave., Chicago, Illinois, rental \$3.50. The story of the continuing fight against rheumatic fever.
8. Available in State Film Library, Mitchell Building, Helena, Montana
- a. No. 1780 ACCENT ON USE - - - - - 800 ft.
(Infantile Paralysis)

The part played by physical therapy in restoring patients to health.
 - b. No. 4175 A CLASS FOR TOMMY - - - - - 720 ft.
This film was produced by the Los Angeles Elementary District, and it gives us the program for the day of a mentally retarded child. The class is set up on an experimental basis and the film covers the story giving us the program in detail. Sound, black and white, 25 minutes.
 - c. No. 3848 AMERICA'S UNTAPPED ASSETS- - - - - 600 ft.
Sound, black and white, 13½ minutes. Sponsored by the President's Committee on Employment of the Physically Handicapped, this film opens with an address by President Eisenhower. It points out to employers that it is good business to hire the handicapped and shows the many jobs disabled workers perform at the offices of the Bankers Life and Casualty Company.

- d. No. 4235 ARTS AND CRAFTS FOR THE SLOW LEARNER
Sound, black and white, 27 minutes. Mentally retarded children are depicted in an elementary group, in a junior high school group and in a high school group. They are engaged in 18 arts and crafts activities.
- e. No. 2120 COMEBACK - - - - - 1000 ft.
Shows Vocational Rehabilitation services for handicapped.
- f. No. 2668 FUNCTIONS ON THE NERVOUS SYSTEM - - 400 ft.
Illustrates and describes the nervous system and its functions.
- g. No. 3768 MENTAL HEALTH - - - - - 400 ft.
An excellent overview of the subject of mental health.
- h. No. 4001 WORKING AND PLAYING TO HEALTH - - 1200 ft.
A behind the scenes dramatization of recreational, occupational and industrial therapy in a mental hospital.

The State Film Library would welcome suggestions as to other appropriate films which could be purchased for use in special education in Montana. (Many of the above film descriptions were taken from FILMS ON THE HANDICAPPED by Jerome H. Rothstein and Thomas O'Connor, National Council for Exceptional Children, a department of the National Education Association, 1201, 16th St., N.W., Washington 6, D.C., 1955.

SAMPLES OF APPLICATION FORMS

I

Forms for Conditional Approval for
Homebound and Orthopedically
Handicapped Cases

State of Montana
DEPARTMENT OF PUBLIC INSTRUCTION
Harriet Miller, State Superintendent
of
Public Instruction

Application for Conditional Approval of Homebound and
Orthopedically Handicapped Program

Name of School	City
School District Number	County

State Superintendent of Public Instruction
State Capitol
Helena, Montana

Pursuant to the requirements of Chapter 206 of the Supplement to the Montana School Laws of 1953, providing for the special education of handicapped children, we submit herewith our application, in duplicate, for approval of the plan for the special education of homebound and orthopedically handicapped cases.

- I. Estimated number of resident children to receive special service _____
Estimated number of non-resident children to receive special service _____

- II. Names and addresses of homes, hospitals, or buildings where special education for homebound and orthopedically handicapped programs are being held.

_____	_____
_____	_____
_____	_____
_____	_____

III. Date:

1. Of making this application _____, 19____.
2. Of beginning special service _____, 19____.
3. Of beginning regular school _____, 19____.

IV. Specific Plans and Standards:

1. Please check the items below which are used to determine eligibility of pupils:
- a. Diagnosis made by attending family or local physician _____
 - b. Diagnosis confirmed by orthopedist, neurologist, pediatrician or other attending specialist. _____
 - c. Individual psychological evaluations. _____
2. When either physical therapy or occupational therapy is prescribed, is a statement presented in writing by medical consultant indicating the type, kind, number of treatments, and length of treatment period per week? _____

- . Is provision made for follow-up evaluation of pupil's progress? _____
- a. Educational - - - - - _____
- b. Medical - - - - - _____
- . Does Physical Therapist assigned hold membership in either the American Physical Therapy Association or American Physical Therapy Registry? _____
- . Does Occupational Therapist assigned hold membership in the Occupational Therapy Registry? - - - - - _____
- . Is Speech Therapist assigned eligible for clinical membership in the American Speech and Hearing Association? - - - - - _____

NOTE: A unit for homebound handicapped must have a certified teacher assigned for a minimum of four (4) school days per week. The teacher is required to spend a period of not less than forty-five (45) minutes duration per pupil each assigned day. If physical therapy or occupational therapy are made available in the home, not less than three (3) treatments per week of thirty (30) minutes duration of either type of therapy must be provided. These procedures may be modified upon the written request of the attending medical consultant.

- . Explain briefly any plan for educational and vocational guidance.
- . Explain briefly the plan for administrative supervision provided by superintendent or special supervisor.
- . Explain briefly the methods and techniques used for integration of special program with the total educational program.
- . Please check the following services which are made available to the homebound or orthopedically handicapped:
 - a. Physical therapy
 - b. Occupational therapy
 - c. Speech therapy
 - d. Transportation facilities

NOTE: Item 11 is to be filled in by the State Supervisor of Special Education.

11. Are the following adequate?

- | | |
|----------------------|--------------------------|
| a. Room size | h. Mirror |
| b. Sound proofing | i. Chalkboard |
| c. Lighting | j. Games |
| d. Toilet facilities | k. Craft facilities |
| e. Ventilation | l. Cots |
| f. Special tables | m. Homemaking facilities |
| | n. Shop |

12. Are children served in this program referred to the Division of Child Health Services of the State Board of Health for diagnostic and treatment services?

- a. Through local Public Welfare Office
- b. School nurse
- c. Other

V. Teacher Qualifications:

	Teacher	Physical Therapist	Occupational Therapist
Name			
Address			
Kind of certificate held			
Special preparation Semester hours			
Where and when was special training taken?			
Experience in special education			
Years and type of other teaching experience			
Present annual salary			

We recognize that final approval of this program for reimbursement by the State is contingent upon:

1. Our carrying out of the plan of special education herein included.
2. Our submission of the required reports.
3. Satisfactory visitation reports by representatives of the State Department of Public Instruction.

Secretary, Board of Education

Address

City or County Superintendent

Address

(District will not fill in the following section.)

Conditional Approval Granted _____ Not Granted _____

Comments:

Date

By: _____
For: State Superintendent of Public Instruction

State of Montana
DEPARTMENT OF PUBLIC INSTRUCTION
Harriet Miller, State Superintendent
of
Public Instruction

Application for Conditional Approval List of Homebound and Orthopedically
Handicapped Cases

Name of School _____ City _____ District No. _____ County _____

Pupil's Name	Sex	Age	Grd	School	District No.*	Date	Diagnosis of Handicap
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

*List district number of non-resident pupils only

NOTE: If other pupils are added to the class during the year, notify the State Superintendent by sending additional forms.

City or County Superintendent

(District will not fill in the following section)
Conditional Approval Granted _____ Not Granted _____
Comments: _____

By: _____
Date _____ For: State Superintendent of
Public Instruction

II

Forms for Conditional Approval of
Program for the Educable Mentally
Handicapped Cases

State of Montana
DEPARTMENT OF PUBLIC INSTRUCTION
Harriet Miller, State Superintendent
of
Public Instruction

Application for Conditional Approval of
Program for the Educable Mentally Handicapped

Name of School

City

School District Number

County

State Superintendent of Public Instruction
State Capitol
Helena, Montana

Pursuant to the requirements of Chapter 206 of the Supplement to the Montana School Laws of 1953, providing for the special education of handicapped children, we submit herewith our application, in duplicate, for approval of the plan for the special education of educable mentally handicapped.

- I. Estimated number of resident children to receive special service _____
Estimated number of non-resident children to receive special service _____

Total _____

- II. Names and addresses of buildings where special education programs for the educable mentally handicapped children are being held.

- III. Date:

1. Of making this application _____, 19____.
2. Of beginning special service _____, 19____.
3. Of beginning regular school _____, 19____.

- IV. Specific Plans and Standards:

1. Please check below the items which are used to determine eligibility of pupils.
- a. Results of intelligence and achievement tests administered by school, and achievement records. _____
 - b. Psychological evaluation by a qualified psychologist as defined by the Montana State Department of Public Instruction _____
 - c. Statement of educational prognosis for each child presented in writing by a qualified psychologist. _____
 - c. State as to type of educational program indicated for each child:
(1) special class all day; (2) special class part of day;
(3) "regular" class with special attention _____

- V. Explain briefly any plan for educational and vocational guidance:

3. Explain briefly the plan for administrative supervision provided by superintendent, building principal, or special supervisor.

4. Explain briefly the methods and techniques used for integration of special program with the total educational program.

5. Please check the following which may be available to the educable mentally handicapped:

- | | | | |
|-----------------------|-------|-----------------|-------|
| a. Shop | _____ | d. Music | _____ |
| b. Homemaking | _____ | e. Laboratories | _____ |
| c. Physical Education | _____ | f. Other | _____ |

6. Have you provided for the necessary transportation for teacher and pupils? _____

7. Have you provided for the following:

- | | |
|--|-------|
| a. Desirable room within regular school building? | _____ |
| b. Essential equipment and supplies for such a room? | _____ |
| c. Toilet facilities? | _____ |
| d. Outside play area? | _____ |
| e. Physical screening? | _____ |
| f. Periodic mental and physical re-evaluation? | _____ |

NOTE: Items 8,9, and 10 are to be filled in by the State Supervisor of Special Education:

8. Are the following adequate:

- a. Room size _____
- b. Sound proofing _____
- c. Lighting _____
- d. Ventilation _____
- d. Tables, chairs,
& desks _____

- f. Toilet facilities _____
- g. Art and craft supplies _____
- h. Homemaking and Shop
facilities _____
- i. Instructional materials _____
- j. Games _____

9. Case load and grade-range information:

10. Other pertinent information:

VI. Teacher Qualifications:

	Teacher No. 1	Teacher No. 2	Teacher No. 3
Name			
Address			
Kind of certificate held by teacher			
No. Semester hours in educ. for ment. hand.			
Where and when was special training taken			
Experience in teaching mentally handicapped			
Years and type of other teaching experience			
Present annual salary			

We recognize that final approval of this program for reimbursement by the State is contingent upon: (1) our carrying out the plan of special education herein included; (2) our submission of the required reports; (3) satisfactory visitation reports by representatives of the State Department of Education.

Secretary, Board of Education
Address

City or County Superintendent
Address

(District will not fill in the following section)

Conditional Approval Granted_____ Not Granted_____

Comments:

Date

By:
For: State Superintendent of Public Instruction

Application for Conditional Approval List of Educable Mentally Handicapped Cases

Name of School _____ City _____ District No. _____ County _____

Pupil's Name	Sex	Age	Grd	School	Dist. No. *	Diagnosis of Handicap	Eligibil. **			Special Services	
							Yes	No	Pro		
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											

*List district number of non-resident pupils only.

** To be filled in by the State Supervisor of Special Education

NOTE: If other pupils are added to the class during the year, notify the State Superintendent of

Public Instruction by sending additional application forms.

City or County Superintendent _____

(District will not fill in the following section.)

Conditional Approval Granted _____ Not Granted _____

Comments:

Date _____ By: _____
For: State Superintendent of
Public Instruction

III

Forms for Conditional Approval of
Program of Speech and/or Therapy

Form A
Complete in Duplicate

State of Montana
DEPARTMENT OF PUBLIC INSTRUCTION
Harriet Miller, State Superintendent
of
Public Instruction

Application for Conditional Approval of Speech and/or Therapy Program

Name of School

City

School District Number

County

State Superintendent of Public Instruction
State Capitol
Helena, Montana

Pursuant to the requirements of Chapter 206 of the Supplement to the Montana School Laws of 1953, providing for the special education of handicapped children, we submit herewith our application in duplicate for approval of the plan for the Speech and/or Therapy Program.

- I. Estimated number of resident children to receive special service _____
Estimated number of non-resident children to receive special service _____

- II. Names and addresses of hospitals or buildings where special education programs for speech handicapped children are being held.

_____	_____
_____	_____
_____	_____
_____	_____

III. Date:

1. Of making this application _____, 19____.
2. Of beginning special service _____, 19____.
3. Of beginning regular school _____, 19____.

IV. Specific Plans and Standards:

1. Please check the items below which are used to determine eligibility of pupils:
- a. Diagnosis of speech defect made by a qualified speech pathologist.
 - b. Diagnosis presented in a written statement over speech pathologist's signature.
 - c. Type of speech therapy indicated in each individual case, the number of treatments per week, duration of each period of treatment, and treatment designated as either individual or in group, state in writing by speech pathologist. _____

NOTE: A program in speech therapy must provide a minimum of three (3) treatments per week for periods of not less than twenty-five (25) minutes duration per group or child, unless fewer number of treatments are prescribed in writing by a speech pathologist. In certain cases daily therapy will be recommended.

2. Explain briefly the plan for administrative supervision provided by superintendent, building supervisor, or special supervisor.
3. Does your therapist meet the requirements for qualified speech therapists as stated by the American Speech and Hearing Association? Yes_____ No_____ If not, explain your plan for meeting the requirements and the approximate time it will take.

NOTE: Items 4,5,6 and 7 may be completed by the speech therapist.

4. Please check the items included in your individual records for speech therapy cases.

- | | |
|---------------------------------|----------------------------------|
| a. State validation | e. Record of teacher conferences |
| b. Case history | f. Hearing test |
| c. Daily records of therapy | g. Other |
| d. Record of parent conferences | |

5. Check methods and techniques used: (1 - Always, 2 - With many cases, 3 - Rarely, 4 - Never)

- | | |
|-------------------------------|-----------------------------------|
| a. Speech stimulation | f. Direct sound drill |
| b. Parent conferences | g. Teacher conferences |
| c. Observation | h. Indirect conference with child |
| d. Direct conference approach | i. Home assignments |
| e. Classroom assignments | |

6. Does the speech therapist have the following available:

- | | |
|-------------------|-----------------|
| Speech Reproducer | Audiometer |
| a. At all times | a. At all times |
| b. Part time | b. Part time |
| c. Never | c. Never |

7. Audiometer: Make_____Model_____Year_____

NOTE: Items 8, 9 and 10 are to be filled in by the State Supervisor of Special Education

8. Schools where speech therapy classes are held and facilities in each:

Building	Size of room for speech therapy	Is this room used for any other purpose If so, what?	Is there adequate lighting?	Is there adequate ventilation?	Is it free from interruptions?

9. Are the following adequate?

- | | |
|----------------------|-------------------|
| a. Audiometer | f. Toys and games |
| b. Speech reproducer | g. Cot |
| c. Chairs | h. Mirror |
| d. Tables | i. Chalkboard |
| e. Drill books | j. Tackboard |

10. Program information:

- | | |
|-----------------------------------|--------------------------------------|
| a. Total therapist case load_____ | c. Maximum number in each group_____ |
| b. Grade range of pupils _____ | d. Method of referral _____ |

V. Teacher Qualifications:

	Teacher No. 1	Teacher No. 2	Teacher No. 3
Name			
Address			
Kind of certificate held by therapist			
Number of clock hours in supervised clinical practice			
Special preparation for speech therapy			
Speech Correction (12 sem. hrs.)			
Related Subjects (9 sem. hrs.)			
Basic Speech (6 sem. hrs.)			
Audiology (3 sem. hrs.)			
Total (30 sem. hrs.)			
Where and when was special training taken?			
Experience in speech correction			
Years and type of other teaching experience			
Present annual salary			

We recognize that final approval of this program for reimbursement by the State is contingent upon: (1) our carrying out of the plan of special education herein included; (2) our submission of the required reports: (3) satisfactory visitation reports by representatives of the State Department of Education.

Secretary, Board of Education	Address
City or County Superintendent	Address

(District will not fill in the following section)

Conditional Approval Granted _____ Not Granted _____

Comments:

Date	By: _____ For: State Superintendent of Public Instruction
------	--

Application for Conditional Approval List of Program on Speech and/or Therapy

Name of School _____ City _____ District No. _____ County _____

Pupil's Name	Sex	Age	Grd	School	Dist. No.*	Date of Beginning Service	Diagnosis of Handicap
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

*List district number of non-resident pupils only

NOTE: If other pupils are added to the class during the year notify the State Superintendent of Public Instruction by sending additional forms.

City or County Superintendent

(District will not fill in the following section)
Approval Granted _____ Not Granted _____
Comments: _____

By: _____ Date _____
For: State Superintendent of
Public Instruction

